DOCUMENT RESUME

ED 366 827 CE 065 757

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TITLE Adapting Standardized Content to Diverse Students.
PUB DATE Nov 93
NOTE 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Adult Learning; *Cognitive Style; Curriculum Development; Educational Environment; *Individualized Instruction; Intermode Differences; Learning Modalities; Learning Strategies; *Media Adaptation; *Teaching Methods
IDENTIFIERS Diversity (Student)

ABSTRACT

This packet of materials is designed to aid teachers in redesigning their courses to accommodate diverse students. The worksheets help organize information on what aspects of diversity are present in each class, what course elements can and cannot be adapted to them, and how these adaptations might be implemented. The worksheets, along with the supplementary materials (both bibliographic and advisory), have been found useful in optimizing teachers' effective use of the suggestions offered here and in fostering teachers' own creativity in course design. (Author)

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ED 366 827

ADAPTING STANDARDIZED CONTENT TO DIVERSE STUDENTS

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ADAPTING STANDARDIZED CONTENT TO DIVERSE STUDENTS

A FEW EXAMPLES OF WAYS TO DIVERSIFY REQUIRED COURSE ELEMENTS

TEXTBOOKS

1. Build up to textbook material by introducing simpler levels of the same material first (e.g., if you must teach poetry, offer some simple poems first before moving on to those you're required to teach).

2. Have agree/disagree sessions where students explain whether their past experiences bear out (or disprove) the material in the text.

3. Have individuals or groups present parts of the text as a way to personalize the material and to let students take control of it. Those who teach increase their learning.

4. Make charts, pictures, diagrams, graphs or manipulatives to accompany or clarify textbook material.

5. Offer supplementary textbooks that a.) explain the material in a different way; 2.) offer another viewpoint on it.

(Note on #2 & #5: diverse adults will appreciate an atmosphere where there are MORE than two sides to every story.)

ASSIGNMENTS

1. How can _____ be changed?

   topics

   length

   purpose/approach (argument, narrative, dialogue, dramatization, work of art)

   research approach (library/field, number or type of sources)

   stance (objective/subjective)

2. Can "oral" and "written" be interchanged?

3. Can students work in teams?

4. Can written material, videotaped (or filmed) material and hands-on experiences be interchanged?

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WORKSHEET # 1

IN MY _____ CLASS, MY STUDENTS VARY WIDELY ACCORDING TO:

(Please circle all that apply.)

age

ethnicity

economic background

learning styles

literacy skills

fluency in English

profession

college major

attitudes toward course content

interest in class material

ability to apply course content

ability to find course relevant

critical thinking skills

familiarity with course info

skill level needed for course

other:

_____

_____

_____

_____

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WORKSHEET # 2

IN MY _____ CLASS, I AM **REQUIRED** TO USE/TEACH/COMPLETE THESE ELEMENTS:

(Please circle all that apply.)

textbook

workbook

format (lecture, lab/workshop)

term papers

short assignments

drills/exercises

speeches/oral presentations

objectives (proficiencies required to be mastered)

midterm

final exam

other materials

other:

_____

_____

_____

_____

_____

_____

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Please fill in the course elements
that you circled on Worksheet #2.

COURSE ELEMENT	WHAT MAKES THIS REQUIRED ELEMENT INAPPROPRIATE FOR SOME STUDENTS?	HOW CAN THIS REQUIRED ELEMENT BE ALTERED, ADAPTED OR ADJUSTED?

Veronica Kraly Morrison

Adapting Standardized Content to Diverse Students

DIVERSIFYING INSTRUCTION: BIBLIOGRAPHY

	Galbraith, M. (Ed.). (1990). Adult learning methods. Malabar, Florida: Krieger.	Hiemstra, R. & Sisco, B. (1990). Individualizing instruction. San Francisco: Jossey-Bass.
IDEAL CONDITIONS	- praxis (formative evaluation) - learners share control - good learning climate - assessed needs - experiential learning - relevant content - learning styles considered - physical needs considered	- groups of 25 or fewer - good learning climate (physical & psychological) - students get to know each other - learners have input in plans - not in violation of school policies (esp. grading policy)
EFFECTIVE TECHNIQUES	- case studies (diverse examples) - nominal group technique - panel discussions (diverse groups represented) - computerized instruction - learning contracts simulations (diverse "actors" can portray diverse real-life situations)	- careful needs assessment - learning contracts - variety of supplements - interactive reading loas - study groups - teaching teams - debates - self-directed learning - formative evaluation (NOTE: This book also includes both theory and suggestions for "responding to the needs of (mentally, emotionally and physically) special audiences.")

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